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ABSTRACT

In this book, leading scholars address a range of issues, ideas, and research findings in the field of teacher education, examining specific disciplines, social foundations, and program structures, as well as school reform and diversity. Part One: The Need for a Knowledge Base contains five chapters: "Beyond Natural Teaching: The Case for Professional Education" (F. B. Murray); "The Changing Context of Teacher Education" (L. Darling-Hammond and V. Cobb); "Perspectives on Learning to Teach" (S. Feiman-Nemser and J. Remillard); "The Concept of a Knowledge Base" (R. Donmoyer); and "Research Genres in Teacher Education" (M. Kennedy). Part Two: Subject Matter Knowledge contains: "Pathway from the Liberal Arts Curriculum to Lessons in the Schools" (F. Murray and A. Porter); "A Knowledge Base in the Fine Arts" (L. Galbraith); "Changing the Subject: Teacher Education and Language Arts" (M. Amsler and E. Stotko); "Reading Curriculum and Instruction" (M. Graves and others); "Learning to Read and Learning to Teach Reading" (L. Ehri and J. Williams); "History, Philosophy, and Sociology of Science and Mathematics" (Z. Dagher and B. D'Ambrosio); "Teaching What Mathematicians Do" (L. Copes); "Science and Creationism: A Case Study in Biology " (National Academy of Sciences); and "Something Old, Something New: What Do Social Studies Teachers Need to Know?" (S. Wilson and G. W. McDiarmid). Part Three: The Discipline of Education contains: "Diversity in Education: Problems and Possibilities" (J. Ducette and others); "The Social Foundations of Education: Retrospect and Prospect" (S. McAninch and A. McAninch); "Foundations of Education and the Devaluation of Teacher Preparation" (G. Clabaugh and E. Rozycki); "Educational Psychology and the Teacher's Reasoning" (F. Murray); and "Parents, Families, and Communities: Opportunities for Preservice Teacher Education" (L. Young and P. Edwards). Part Four: Program Structures and Design contains: "Patterns in Prospective Teachers: Guides for Designing Preservice Programs (K. Howey and N. Zimpher); "Philosophical and Structural Perspectives in Teacher Education" (J. Grow-Maienza); "Program Structures and

Learning to Teach" (R. Arends and N. Winitzky); "Program Pedagogy" (K. Carter and D. Anders); "Changes and Choices in Teaching Methods" (B. Stengel and A. Tom); "Educating Teachers for Restructured Schools" (M. Levine); and "Developing Practice through Field Experiences" (J. G. Knowles and A. Cole). Part Five: The Teacher Education Faculty and Their Work contains: "Development of the Teacher Education Professorate" (E. Ducharme and M. Ducharme); and "The Case for Formal Research and Practical Inquiry in Teacher Education" (V. Richardson). (IAH)

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